DOCUMENT RESUME

ED 074 852 FL 003 974

AUTHOR	Ehrlich, Alan, Comp.
TITLE	Tests in Spanish and Other Languages and Nonverbal Tests for Children in Bilingual Programs: An Annotated B.E.A.R.U. Bibliography.
INSTITUTION	City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
PUB DATE	Jan 73
NOTE	24p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies; *Bilingual Education; English; French; German; Group Tests; Individual Tests; Intelligence Tests; Language Proficiency; *Nonverbal Tests; *Spanish; Test Reviews; Tests; Test Selection; *Verbal Tests
IDENTIFIERS	*Project BEST

ABSTRACT

This bibliography contains an annotated listing of 21 verbal and nonverbal tests for children in bilingual programs. Included are tests of intelligence, general ability, and language proficiency. The languages covered are Spanish, English, French, and German. There is a brief description of each test, including information concerning its grade range and the time required for administration. Included are further sources of information on tests for bilingual programs. Attached is a prospectus announcing an analytical bibliography of language tests by Jean-Guy Savard and an article on the Educational Testing Service of San Juan, Puerto Rico. (SK)

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TESTS IN SPANISH AND OTHER LANGUAGES AND NONVERBAL TESTS FOR CHILDREN IN BILINGUAL PROGRAMS

** An Annotated B.E.A.R.U. Bibliography

Compiled by Alan Ehrlich, Assistant Coordinator,
Bilingual Education Applied Research Unit

January, 1973

FL 003 974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ALPHABETICAL LIST OF TESTS SHOWING LANGUAGE AND GRADE RANGE

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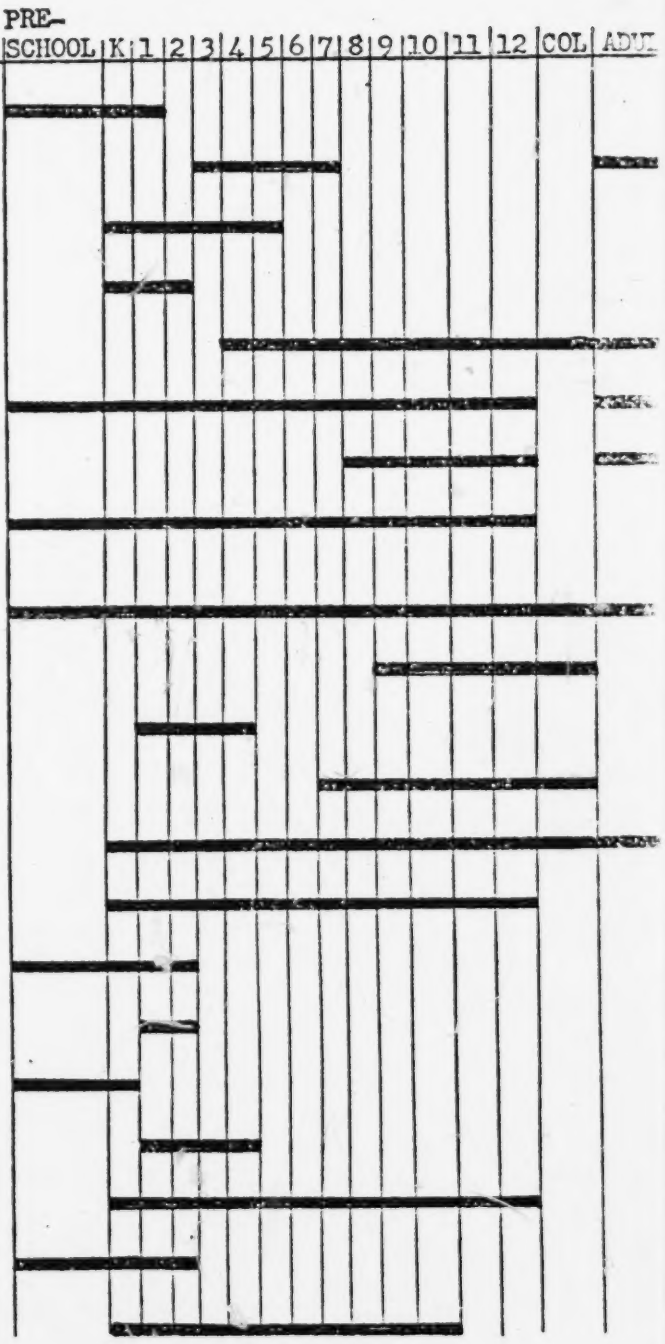

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TESTS IN SPANISH AND OTHER LANGUAGES AND NONVERBAL TESTS FOR CHILDREN IN BILINGUAL PROGRAMS - AN ANNOTATED B.E.A.R.U. BIBLIOGRAPHY

Compiled by A.Ehrlich, Bilingual Education Applied Research Unit

APELL Test: Assessment Program of Early Learning Levels; E.V.Cochran and J.Shannon; Edcodyne Corporation (1969), 3724 W. Chapin Avenue, Orange, Cal. 92668.

Grade Range: Pre-K - 1.

Can be Administered to: Groups.

Time for Administration: About 40 minutes in 2 sessions.

A nonverbal test program for identifying educational deficiencies at the early childhood levels, suggesting remedial instruction, and retesting. The APELL Test yields 16 scores: 4 pre-reading (visual discrimination, auditory discrimination, letter names, and total), 4 pre-math (attributes, number concepts, number facts, and total), 7 language (nouns, pronouns, verbs, adjectives, plurals, prepositions, and total), and 1 Total Score. The Manual gives norms for the Total Score only, but does not describe the normative population. The APELL Test may be administered in any language; a Spanish edition is available from Edcodyne Corporation. Separate answer cards must be used with the student test booklets.

BARSIT Test: Barranquilla Rapid Survey Intelligence Test; F. del Olmo; Psychological Corporation (1956-1958), 304 East 45th Street, New York, N.Y. 10017.

Grade Range: 3 - 7, Adults.

Can be Administered to: Groups.

Time for Administration: About 10 minutes.

The "Test Rápido Barranquilla" is an easily-administered measure of mental ability, containing both verbal and numerical problems, for use with students in grades 3-7 and adults with primary level education who speak Spanish. The Manual provides norms from Venezuela, classified according to grade or (for adults)

BENDER VISUAL MOTOR GESTALT TESTS; Bender; Psychological Corporation, 304 East 45th Street, New York, N.Y. 10017

Grade Range: K - 5

Can be Administered to: Individuals

Time for Administration: 20 - 30 minutes

A nonverbal diagnostic technique of interest mainly to clinicians and research workers, the Bender Visual Motor Gestalt Test is designed to measure intelligence and neurological functioning in the primary grades. In this perceptual measure, the child must reproduce a series of designs; the child's drawings are interpreted in terms of Gestalt laws. The Bender Development Scoring System, described in "The Bender Gestalt Test for Young Children" by E.M. Koppitz, Grune and Stratton, New York, 1964, provides a system for objectively measuring the child's responses, as well as normative data.

BOEHM: Test of Basic Concepts; Ann E. Boehm; Psychological Corporation (1969), 304 East 45th Street, New York, N.Y. 10017.

Grade Range: K - 2

Can be Administered to: Individuals or small groups

Time for Administration: about 30 minutes in 1 or 2 sessions

A picture test to appraise mastery of basic concepts commonly found in early childhood instructional materials. These concepts are essential to understanding oral communications from teachers and other children. Designed as both a diagnostic and remedial or teaching instrument, the Boehm Test of Basic Concepts idertifies the particular corcepts that are unknown to children for use as the focus of instruction. Norms are provided according to grade and socio-economic level. The directions are available in both English and Spanish.

COMMON CONCEPTS FOREIGN LANGUAGE TEST; B. H. Barnathy, M. V. Zintz, W.J. Popham, J.M. Sadnavitch, R. Krichbaum, F.B.Cannon, V. Hempel, K.A. Mueller and M.F. Smith; CTB/Mc Graw Hill, (1966), Princeton Road S-2, Hightstown, New Jersey 08520.

Grade Range: Unlimited

Can be Administered to: Groups

Time for Administration: about 40 minutes

Based on concepts common to Spanish, French, and German, the Common Concepts Foreign Language Test is designed to measure the basic proficiency level of students, regardless of grade, who have had enough instruction in the particular language to be at the level I stage of achievement (about one year). Two forms and tape recorded directions are available for each of the three language tests: Spanish, French and German. The manual provides some norms for the elementary, junior high school, and high school grades.

CULTURE FAIR INTELLIGENCE TEST; R.B. Cattell and A.K.S. Cattell; Institute for Personality and Ability Testing, 1602 Coronado Drive, Champaign, Illinois 61822, and Bobbs-Merrill Co., Inc. 4300 W 62nd Street, Indianapolis, Indiana 46206

Grade Range: Pre K - 12, Adults

Can be administered to: Individuals or groups

Time for Administration: from 20 to 60 minutes

Said to be relatively independent of school achievement, social advantages, and various other environmental influences, the Culture Fair Intelligence Test is a nonverbal measure of general ability. It comes in two editions with scales for use with students in grades pre-K - 12. Edition one, the IPAT Culture Fair Intelligence Test (1933-63) has three levels, while edition two, the Cattell Culture Fair Intelligence Test (1960-61) has only two. Scale 1 (for ages 4-8) of the IPAT has 8 subtests, including symbol copying, classification of pictures, mazes, identification of similar drawings, selecting familiar objects when named, following directions, identifying what is wrong with pictures or familiar objects, and riddles. Scales 2 and 3 of both the IPAT and the Cattell have 4 subjects:

DIFFERENTIAL APTITUDE TESTS: G.K. Bennet, H.G. Seashore, A.G. Wesman; Psychological Corporation (1947), 304 E 45th Street, New York, New York, 10017.

Grade Range: 8 - 12, Adults

Can be Administered to: Groups

Time for Administration: 6 - 30 minutes

An integrated battery of aptitude tests designed for educational and vocational guidance in grades 8 - 12, the Differential Aptitude Tests measure the abilities of students in 8 areas: Verbal reasoning (30 minutes), numerical ability (30 minutes), abstract reasoning (25 minutes), space relations (25 minutes), mechanical reasoning (30 minutes), clerical speed and accuracy (6 minutes), language usage - spelling (10 minutes), and language usage- grammar (25 minutes). Standardized in 1963, the entire battery of tests can be administered in slightly over three hours, and scored fairly rapidly. The fourth edition of the interpretive manual provides norms classified by grade and sex, and information on validity and reliability. Inquiries about the authorized Spanish translation of this measure, called "Tests de Aptitud Diferencial"; should be addressed to:

Dr. Robert B. MacVean
Colegio Americano de Guatemala
Apartado Postal No. 83
Guatemala, Guatemala

INTER-AMERICAN SERIES: H. T. Manuel; Guidance Testing Associates, (1966), 6316 Shirley Avenue, Austin Texas 78752.

Grade Range: Pre K - 12

Can be administered to: Groups

Time for Administration: 14 - 52 minutes

INTER-AMERICAN SERIES continued

Includes Tests of General Ability and Tests of Reading at five levels ranging from Grade 1 through high school, each in two forms with parallel English and Spanish editions. There is also an individually administered Preschool Test of General Ability in both English and Spanish. The two editions have similar content.

The tests can be used in schools with both English and Spanish-speaking students. Each child can be tested in his native language and the scores will be comparable. In addition, they can be used as the basis for comparing the abilities of the same child in the two languages.

Although limited norms, some of which were based on results found by users of the tests and others of which were developed in test construction projects or other research, are presented in the manual, the author recommends the use of regional or local norms prepared by the examiner.

The INTER-AMERICAN SERIES includes the Cooperative Inter-American Tests (Tests of General Ability and Tests of Reading) which were originally published in 1950 by Educational Testing Service and are now available from Guidance Testing Associates. The new Inter-American Series is in part a revision and extension of these earlier tests.

TESTS OF GENERAL ABILITY

Designed to estimate academic ability in general. They are not a measure of general intelligence. At the preschool and primary levels, oral vocabulary and simple numerical items yield a Verbal-Numerical subscore, and exercises requiring the recognition of relationships presented through drawings yield a Nonverbal subscore. At levels 3-5 the subtests consist of excercises in three general areas: Verbal, Nonverbal, and Numerical.

INTER-AMERICAN SERIES continued

Preschool Level A measure of general ability for children aged 4 and 5. The test consists of four types of exercises: Oral Vocabulary and Number (Verbal-Numerical Score), and Association and Classification (Nonverbal Score). As a series of pictures are presented, the child responds non-verbally according to oral instructions. The test may be administered individually in two periods of about 20-25 minutes each on two different days. The test is for experimental use while more extensive interpretive materials are being prepared. Parallel editions in English and Spanish are available. Use of local norms in the interpretation of the scores is recommended. Reliability data is provided in the manual.

Level 1, Primary Designed as a measure of general mental ability and readiness for first grade level work. The test consists of four parts: Oral Vocabulary (language ability), Number (numerical ability), Association, and Classification (non-verbal ability). Writing ability is not necessary since the child responds by marking a drawing. The test should be administered in two testing periods. Both the long and short forms are available in parallel English and Spanish editions. Use of both forms at a 3 to 4 week interval may provide a more comprehensive measure.

Level 2, Primary Designed to measure general mental ability of children aged 7 and 8. The test consists of four parts: Oral Vocabulary (language ability index), Number (numerical ability index), Classification, and Analogies (nonverbal score). The test is similar to Level 1 in the use of pictures and simple problems, and should also be administered in two testing periods.

INTER-AMERICAN SERIES continued

TESTS OF READING:

Designed to measure both Comprehension and Vocabulary. At levels above Grade 1, comprehension is measured by the two subtests: Speed of Comprehension and Level of Comprehension. In addition to measuring reading achievement, these scores also estimate the ability to do school work in other areas where reading ability is related to achievement. This test also allows direct comparisons of achievement in reading Spanish and English, and is especially useful in conjuction with the Tests of General Ability.

Level 1, Primary Assesses the reading ability of children in the second semester of Grade 1 and the beginning of Grade 2 (ages 6-7). The test consists of two parts, Vocabulary and Comprehension, the scores of which are combined to yield a Total Reading Score. The exercises involve the selection of one of four pictures to which a word, sentence, or paragraph refers. The test, which needs no training for administration, requires 18 minutes for completion. Parallel English and Spanish editions are available.

Level 2, Primary Designed to assess the reading ability of children in the second semester of Grade 2 and Grade 3 (ages 7-8). The test consists of three parts: Level of Comprehension, Speed of Comprehension, and Vocabulary. The combined scores of parts one and two yield a Comprehension Score, and the sum of the scores is the Total Reading Score. Comprehension exercises involve the selection of one of four pictures to which a word or phrase refers, while Vocabulary exercises involve choosing one of four words which names a picture. Administration takes 23 minutes and requires no training. Parallel English and Spanish editions are issued.

INTER-AMERICAN SERIES continued

TEST OF READING AND NUMBER:

Designed as an achievement measure of basic skills in reading and simple numerical operations at the end of Grade 3 and the beginning of Grade 4. Both the Reading and Number sections of the test consists of two parts. Test is timed and administration requires 34 minutes. Parallel English and Spanish editions are issued. This is an experimental edition and psychometric data is not available.

LANGUAGE FACILITY TEST: J.T. Dailey; Allington Corporation (1965-1968) 801 N. Pitt Street, Alexandria, Va.

Grade Range:	3 - Adults
Can be Administered to:	Individuals
Time for Administration:	About 10 minutes

Designed to measure oral language facility independent of vocabulary, information, pronunciation, and grammar, the Language Facility Test uses 3 of 12 pictures to elicit sample language responses. Responses to each picture are scored on a 10 point scale on the basis of complexity and organization of the story elicited. The test is available for use with children or adults. Some norms are presented in terms of age equivalent and percentile scores. The test can be administered in Spanish and scored by the same basic criteria.

MLA-COOPERATIVE FOREIGN LANGUAGE TESTS- SPANISH; Modern Language Association of America (1963), 60 5th Avenue, New York, New York.

Grade Range: High School or College
Can be Administered To: Groups
Time for Administration: about 2½ hours

Developed specifically to appraise language learning by the audio-lingual approach, the MLA tests measure language skills functionally. Except for the directions, which are in English, the Spanish version is completely in Spanish. The four basic skills, listening, speaking, reading, and writing, are separately tested at two levels of difficulty. A norms booklet provides norms for all tests in this series. Separate answer sheets can be used for listening and reading only.

OTIS QUICK-SCORING MENTAL ABILITY TEST - ALPHA FORM; A.S. Otis; Harcourt Brace Jovanovich (1936 - 1954), 757 Third Avenue, New York, New York 10017.

Grade Range: 1 - 4
Can be administered to: Groups
Time for Administration: 20 minutes

A widely - used measure of general mental ability, the Alpha form of the Otis Quick Scoring Mental Ability Test, may be given merely as a nonverbal test, and mental age and I.Q. may be derived from the score so obtained. The test can be easily administered to groups in grades 1 - 4 in about 20 minutes. Each child has a booklet with the same set of pictures. Once the directions have been given, the children are left to themselves to mark the picture in each row which is different from the others in the

row; and the directions can be given in Spanish or any other language. There are two forms of the Alpha test, form A and form B, each of which is furnished with a special scoring key. Chronological age norms are provided for mental age equivalents and deviation I.Q. s.

PIMSLEUR MODERN FOREIGN LANGUAGE PROFICIENCY TESTS- SPANISH - P. Pimsleur; Harcourt Brace Jovanovich (1967), 757 Third Avenue, New York, N.Y. 10017

Grade Range: Junior High Schools - College
Can be Administered To: Groups
Time for Administration: about 1 3/4 hours

The Pimsleur Modern Foreign Language Proficiency Test- Spanish, is actually made up of four separate measures of language communication skills: a listening comprehension test (15 minutes); a speaking proficiency test (15 minutes), a reading comprehension test (35 minutes), and a writing proficiency test (35 minutes). The four tests may be given together or sepately over a period of time. Two forms of the test, form A and form C, are available, according to whether the course is first or second level. Norms are provided for both levels.

RAVEN PROGRESSIVE MATRICES; J.C. Raven; the Psychological Corporation (1938), 304 East 45th Street, New York, New York, 10017.

Grade Range: K - College, Adults
Can be administered to: Individuals or small groups
Time for Administration: Untimed 15 - 45 minutes

A nonverbal test series, the Raven Progressive Matrices is designed to aid in assessing mental ability. The directions may be given in Spanish or any other language, while the examinee is required to solve problems presented only in abstract figures and designs. The two forms of the progressive matrices are: Form 1938 (About 45 minutes) for use in an age range of 8 -65; and form 1947 (from 15-30 minutes) for use with children, 5 - 11, and adults who are mentally subnormal or impaired. The manual provides technical information and norms standardized on English children and adults.

SPANISH ORAL CAPACITY TEST; SWCEL, South Western Cooperative Educational Laboratory, 1404 San Mateo SE, Albuquerque, New Mexico 87108.

Grade Range: Pre-K - 2 (early childhood)
Can be administered to: Individuals
Time for Administration: 5 - 7 minutes

The Spanish Oral Capacity Test is designed to assess oral Spanish production of young children. It consists of a series of questions in Spanish, concerning the child's name, family and neighborhood, and 10 pictures of various objects and animals which the child must identify. After each response made by the child, the test administrator marks the appropriate column to indicate how correct the answer is.

SHORT TEST OF EDUCATIONAL ABILITY; Science Research Associates, Inc.,(1966), 259 East Erie Street, Chicago, Illinois 60611

Grade Range: K - 12

Can Be Administered to: Individuals and Groups

Time for Administration: About 30 minutes

Designed to estimate I.Q. and educational ability in a short, easily-administered format, the Short Test of Educational Ability has parallel editions in English and Spanish. Levels 1 and 2, for grades K - 3, are primarily pictorial and are administered orally. Levels 3,4, and 5, for grades 4 - 12, are read by the students. The subtests include: What Would Happen If; How Would You; Spatial Relations; Verbal Meaning; Number Series; Arithmetic Reasoning; Letter Series; and Symbol Manipulation. In the Spanish Edition, the test directions and items read orally by the teacher are annotated with Southwestern, Cuban, and Puerto Rican versions. Normative data is presented in an Interpretive Manual. The Spanish version uses the same norms as the English version. Scores can be converted to percentiles and stanines and, for Level 1 and 2, to mental ages.

SPOLSKY SPANISH-ENGLISH LANGUAGE DOMINANCE ASSESSMENT; B. Spolsky and P. Murphy (1970); University of New Mexico, 1805 Roma N.E., Albuquerque, New Mexico 87106.

Grade Range: 1 - 2

Can be Administered to: Individuals

Time for Administration: about 10 minutes

Intended for 1st and 2nd grade children who are bilingual or monolingual in either Spanish or English; this experimental instrument classifies the pupils as dominant in one language or the other. Administration of the assessment instrument takes about 10 minutes for each child and requires two people, an interviewer and a recorder. The assessment includes the following three parts in both English and Spanish:
1/ a series of questions about the child's language experience;
2/ four word-availability questions calling for nouns and verbs covering home, neighborhoods, and school; and 3/ a three minute tape recorded sample of the child's speech using pictures as stimuli.
A description of the instrument can be found in "Three Functional Tests of Oral Proficiency" by B. Spolsky, P. Murphy, W. Holm, and A. Ferrel, TESOL Quarterly, 6 (September 1972) 221-235. The authors point out that the assessment should be modified and validated locally; they would appreciate learning of any modifications or results of use of the instrument.

TESTS OF BASIC LANGUAGE COMPETENCE IN ENGLISH AND SPANISH, LEVEL I;
E.J. Cervenka; (1968); ERIC Document Reproduction Service, LEASCO Information Products, Inc., P.O. Drawer O, Bethesda, Maryland 20014; ED 027 063.

Grade Range:	Pre School
Can be administered to:	Individuals
Time for Administration:	Untimed, but not more than 30 minutes in a session

Prepared for pre-school children ages 3 - 6, who speak English or Spanish, or who are bilingual in these languages, the Tests of Basic Competence in English and Spanish are designed to measure different components of oral language competence. The battery consists of nine language subtests: Oral Vocabulary, Comprehension of Commands and Directions; Recognition of Interrogative Patterns; Phonemic Discrimination at the Word Level; Production of Grammatical Structures; Assimilation of Meaning; Phonemic Discrimination at the Sentence Level; Grammatical Sensitivity; and Grammatical Discrimination. Each of these subtests appears in two different but comparable forms, A and B, in both Spanish and English. If the tests are administered in both languages to bilingual children, then different forms of the test should be used. Performance on these tests has no time limit, and consists of answering questions, selecting figures or pictures, following directions, and discriminating between sounds. The author anticipates that a selection of from 2 - 5 subtests will be an effective-enough measurement in most cases, and stresses that the tests attempt to appraise "only a small finite segment of various aspects of true competence..."

TESTS OF BASIC LANGUAGE COMPETENCE IN ENGLISH AND SPANISH, LEVEL II; E. J. Cervenka, 1968 ERIC Document Reproduction Service, LEASCO Information Products, Inc., P.O. Drawer O, Bethesda, Maryland 20014; ED 027 063

Grade Range:	1 - 4
Can be administered to:	Individuals
Time for Administration:	50 to 60 minutes

Designed to measure bilingualism in children in the South Texas area, the Cervenka Tests of Basic Language Competence consist of two sets of instruments: The English Competence Series, and the Spanish Competence Series. The English and Spanish series are two similar versions of the same thing,attempting to measure children's basic competence in the language. Each of these language competence series is made up of the following sub-tests:

I. Oral Vocabulary;

II. Phonemic Discrimination at the Word and Phrase Levels;

III. Phonemic Discrimination at the Sentence Level;

IV. Grammatical Sensitivity;

V. Grammatical Discrimination;

VI. Assimilation of Meaning.

Each of these subtests also appears in two different, but comparable forms, A and B, in both Spanish and English. If the tests are administered in both languages to bilingual children, then different forms of the test should be used. A Technical Report which is in preparation, will present normative and interpretive data for different types of populations and bilingual programs, as well as suggestions for scoring, revision, and preparation of local norms.

TESTS OF GENERAL ABILITY (TOGA); J.C. Flanagan; Science Research Associates (SRA), 259 E. Erie Street, Chicago, Illinois 60611

Grade Range:	K - 12
Can be administered to:	Groups
Time for Administration:	About 45 minutes

Designed for use in grades K - 12, the tests of General Ability provide a non-verbal measurement of general intelligence and basic learning ability. The scores are said to reflect ability independent of school-acquired skills.

A Technical Report, grades K - 12, is available for interpretation of the results. An Examiner's manual translated into Spanish is also available.

VAN ALSTYNE PICTURE VOCABULARY TEST; D. Van Alstyne; Harcourt Brace Jovanovich (1961); 757 Third Avenue, New York, N.Y. 10017.

Grade Range:	Pre K - 2
Can be Administered to:	Groups
Time for Administration:	About 15 minutes

A nonverbal test, the Van Alstyne Picture Vocabulary Test is designed to estimate general mental ability based on the child's vocabulary. The children are required to indicate which of four pictures illustrates the orally-presented stimulus word or phrase; those children requiring a more comprehensive individual assessment of mental ability can be quickly identified with this instrument. Since this is a nonverbal test, the directions can be given in Spanish, English, or any other language. Mental age and I.Q. norms are provided.

WECHSLER INTELLIGENCE SCALE FOR CHILDREN - SPANISH (WISC)

(Escala de Inteligencia Wechsler); Psychological Corporation (1970), 304 East 45th Street, New York, N.Y. 10017.

Grade Range:	K - 10
Can Be Administered to:	Individuals
Time for Administration:	About 45 minutes

Standardized for children aged 5 - 15, the Wechsler Intelligence Scale for Children should be individually administered by a specially trained examiner. The Spanish edition was developed in Puerto Rico as the authorized Spanish-American translation and adaptation of the WISC. The ten subtests, divided into two subgroups - the Verbal Scales and the Performance Scales, yield an I.Q. based on scaled scores for each age level. The Spanish Manual includes the questions used in the verbal subtests, and the directions for administering both the Verbal and Performance Scales, as well as data on norms, standardization, and reliability.

FURTHER SOURCES OF INFORMATION ON TESTS FOR BILINGUAL PROGRAMS

1/ Tests for Spanish Speaking Children

An annotated bibliography by Pamela Rosen, Head Start Test Collection Report.
Educational Testing Service, August, 1971

The present BEARU list supplements this ETS listing of tests for K - Grade 3. Tests appropriate for only K - 3 were not repeated in the BEARU list. However, if a test in the ETS list was also appropriate for grades 4 - 12 it was included in the BEARU list.

2/ CSE - ECRC Preschool/Kindergarten Test Evaluations

by Ralph Hoepfner, Carolyn Stern and Susan G. Nummedal et al, 1971
Center for the Study of Evaluation and Early Childhood Research Center, UCLA Graduate School of Education, Los Angeles, Calif.

CSE Elementary School Test Evaluations

Edited and prepared by Ralph Hoepfner et al, 1970
Center for the Study of Evaluation, UCLA Graduate School of Education, Los Angeles, Calif.

An evaluation of published tests generally available to educators or psychometrists. Each test is evaluated in four areas: Measurement validity, Examinee appropriateness, Administrative usability and Normed technical excellence. Only tests in English and non-verbal assessment instruments are included.

3/ Analytical Bibliography of Language Tests

by Jean-Guy Savard. See prospectus attached, p. 20

4/ Educational Testing Service, San Juan, Puerto Rico.

See article attached, p. 21

5/ The Bilingual Education Applied Research Unit has copies of published and staff-developed tests used in Title VII bilingual projects on file which may be compared for selection purposes.

Copies of the CSE-ECRC Preschool/Kindergarten Test Evaluations and CSE Elementary School Test Evaluations are also available, as are reviews from Buros' Mental Measurements Handbook.

The BEARU Unit is located at Hunter College on the second floor of the Yorkville Center, 154-56 East 68th Street, between Lexington and Third Avenues. The telephone number : 249-8421 or 8422 or 8423

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ANALYTICAL BIBLIOGRAPHY OF LANGUAGE TESTS

by Jean-Guy SAVARD

Published for the International Center for Reasearch on Bilingualism

Teachers, students, school administrators, scholars in the field of education, psychologists, sociologists and others will find in this "first of its kind" ANALYTICAL BIBLIOGRAPHY OF LANGUAGE TESTS a valuable source of information greatly needed to meet the present-day demands for testing material. The author has compiled and analysed tests which are available at different levels of language teaching : primary, secondary, college and university and this for some ten different languages.

The Bibliography contains over 400 titles of second language tests, mother tongue tests, bilingual tests, language aptitude tests, psychological tests and various documents on language testing. Each of these categories has its own index of titles plus an index by name of authors. Finally, there is an alphabetical index of publishers' names and addresses from where these tests may be obtained.

Each analytical form gives the following information : a code number, title of test, author's name, editor or publisher, place and date of publication, category or kind of test, material required, age or level of group, testing time, correction time, comments and coefficients of reliability and validity.

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ACCENT ON ACTFL, September, 1972